DOCUMENT RESUME

ED 131 964 95 RC 009 523

AUTHOR Serrano, Rodolfo G.
TITLE Desegregation in the South San Joaquin Valley.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
PUB DATE Aug 76
CONTRACT NIE-P-76-0518
NOTE 32p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Academic Achievement; Bilingual Education; Educational Improvement; Educational Legislation; *Educational Problems; *Ethnic Groups; Family Income; *Integration Litigation; Maps; Mexican Americans; Negroes; *Racial Integration; *School Integration; Student Enrollment
IDENTIFIERS *California (Kern County); *Chicanos

ABSTRACT

Notably isolated from the large metropolitan centers by geography and predominantly agricultural in its economy, Kern County is California's third largest county in land area. About one-third of the county is situated on the flat valley floor at the extreme southern end of the San Joaquin Valley. The area relies heavily on Chicano and Black manual labor. The educational background and mean annual income is low. On a county level, the median income in the county is $11,925 and the median school years completed is 12.1. The disparity in educational attainment, type of employment, and income level for ethnic minorities is evident, and to the ethnic minorities, it is a continuing source of aggravation. This is a major problem because the minorities see it as a part of an unwritten plan that does not allow any possibility for their own betterment. To the Chicanos and Blacks in the area, employment is related to education which in turn is related to income. The issue of school segregation in this rich agricultural land has recently reached a new level of concern. This paper reviews the status of desegregation/integration in Kern County, identifies the desegregation problem areas in the county, and offers some suggestions for the improvement of this desegregation/integration problem area. (Author/NQ)

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DESEGREGATION IN THE SOUTH SAN JOAQUIN VALLEY

A Position Paper
Submitted to
The Equity Division
National Institute of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NIE-P-76-0518

by

Rodolfo G. Serrano, Ph.D.
Bakersfield, California

August, 1976

RC009523

SCHOOL DESEGREGATION IN THE
SOUTH SAN JOAQUIN VALLEY

The issue of school desegregation in the rich agricultural land of the south central valley of California has recently reached a new level of concern. The local community has for years been taking the brunt of being a backward, rural community and more recently has been placed in the same category of conservatism as Orange County. It has achieved the status of being an ultraconservative county-city. Similarly, this part of the south San Joaquin Valley has also been associated with the problems of the U.F.W.U. (The United Farm Workers Union) and the farm labor problems of nearby Delano to the north. These two areas of conservatism and labor unrest have contributed greatly to the confusion of school desegregation and the efforts of the local community to integrate the local school system.

The problems of integregation, within the county and the local public schools, is not insurmountable in the southern part of the San Joaquin Valley. The fact that the population is not large, that rapid transportation is not a serious problem, and that children and adults are at least partially integrated in the schools and places of business already offers good evidence that complete integration in this part of the county would not be very difficult to achieve.

It is with this optimistic view that this position paper is written. Specifically, it is the intent of this paper to explore the following areas: (1) to review the status of desegregation/integration in Kern County, (2) to identify the desegration problem areas in this area, and (3) to offer some suggestions for the improvement of this desegregation/integration problem area.

The South San Joaquin Valley

The County of Kern was organized on April 2, 1866 from portions of Los Angeles County on the south and Tulare County on the north. Since the discovery of gold in the bed of the Kern River in 1851, this area has increased in population to its present population of 341,000 inhabitants. Originally, this area of the southern San Joaquin was the home of the Yokut Indians. The first white settler to come into this region of the state was Cmdr. Don Pedro Fages (Spanish) who later became governor of Alta California (1).

Kern County is California's third largest county in land area. About one-third of the county is situated on the flat valley floor at the extreme southern end of the San Joaquin Valley. The valley is walled in on three sides by a horseshoe sloped rim of mountains. On the west is the Temblor Range which runs northwest to southwest; on the south are the Tehachapis; to the east are the foothills and ranges of the Sierra/Nevada Mountains. The elevation of the county ranges from 205 feet above sea level on the valley floor to 8,775 feet at Sawmill Mountain. Part of Kern County includes the Mojave Desert, which has an elevation of about 3,000 feet above sea level (2).

Climate wise, Kern County with its surrounding topography affords the county with valley, mountain, and high desert climatic variations within relative short distances. The valley floor is semiarid with an average annual rainfall of 5.72 inches per year. During the winter, the valley floor experiences low temperatures of as low as 26°F. and during the summer, high temperatures of 105°F. are not uncommon (3).

This description of the south San Joaquin Valley establishes the geographical uniqueness of the Bakersfield area. The Tehachapis to the

south act as a natural barrier for the Los Angeles urban dwellers, while Fresno a hundred miles to the north still maintains its rural farming influence. The south San Joaquin Valley where the city of Bakersfield is located is predominantly a rural farming area. Primarily noted for its cotton production, Kern County, with Bakersfield as the seat of the government, also produces onions, potatoes, peaches, oranges, plums, grapes, hay, sheep, wool. The county, like the immediate Bakersfield area, is notably isolated from the large metropolitan centers by geography and is predominatly agricultural in its economy. In great part, due to its geography and water dependent economy, Kern County has from its early beginning been slow in its development and conservative in its outlook towards the future (4).

Kern County is about the size of Connecticut, Rhode Island, and Delaware combined. With 8,064 square miles of land, the county is the second largest agricultural producing area in the United States. The population of Kern County in 1970 was estimated to be 330,234 (5). This represents an increase of 13.1% for the population since the 1960 census. Of the total population in 1970, 18,637 or 5.64% of the population was classified as Black, while 55,310 or 16.7% of the population was classified as Spanish surname (6). According to the 1960 census report, this was a gain of 1,897 or less than .1% for the Black population. The gain for the Spanish surname was 25,891 or a 6.6% gain during the same period. These estimates indicate that the Black population in the Greater Bakersfield area, where most Blacks appear to be concentrated, is at best remaining even while the Spanish-speaking community gained better than 6% during the ten years between 1960-1970 (7). Current estimates (1976) project a 10% increase for the Spanish surname community.

Other ethnic minorities in Kern County include the Filipinos with a

population of about 2,087 or .6% of the population, Chinese with .3% of the population, and Japanese with about .2% of the population (Census, 1970). Other ethnic minority groups such as Egyptian, Yemenese are too small and contribute only a small fraction of one percentage point in the total population.

The significance of these figures lies in the fact that the majority of Spanish surname (hereafter referred to as Chicanos), Blacks, and Orientals are the backbone of the agricultural labor force for the county. The employment distribution for the county includes 17.3% agricultural, 19.4% trade, 23.5% government, 14.4% services as the major sources of employment. With a labor force of 116,800 (Board of Trade, 1970) and a population of about 74,000 Chicano and Black, it can be inferred that the expression that "a great number of minority members are field workers" is probably correct. The exceptions to this expression are those few government staff members, retail business employees, and teachers and professors found in the local school system and the local state college who are a token representation of the total community composition.

Also significant about these figures is the distribution of both Chicanos and Blacks within the Greater Bakersfield area. According to the 1970 census report (Figure 1), most Chicanos are concentrated in census tracts No. 13, 21, 23.01, and 23.02 (excluding 28 other census tracts with 400 or more Chicanos). Outside the city limits, Chicanos are mainly located in tracts No. 44 (the city of Wasco), 48 (the city of Delano), 63 (the city of Arvin), and 64 (the city of Lamont) (Appendix A). Similarly, most Blacks are concentrated in census tracts No. 15, 20, 21, 22, which are all contiguous tracts within the city of Bakersfield, and including census tracts No. 25, 44 (the city of Wasco), 48 (the city of Delano, and 57 (Edwards Air Base). When

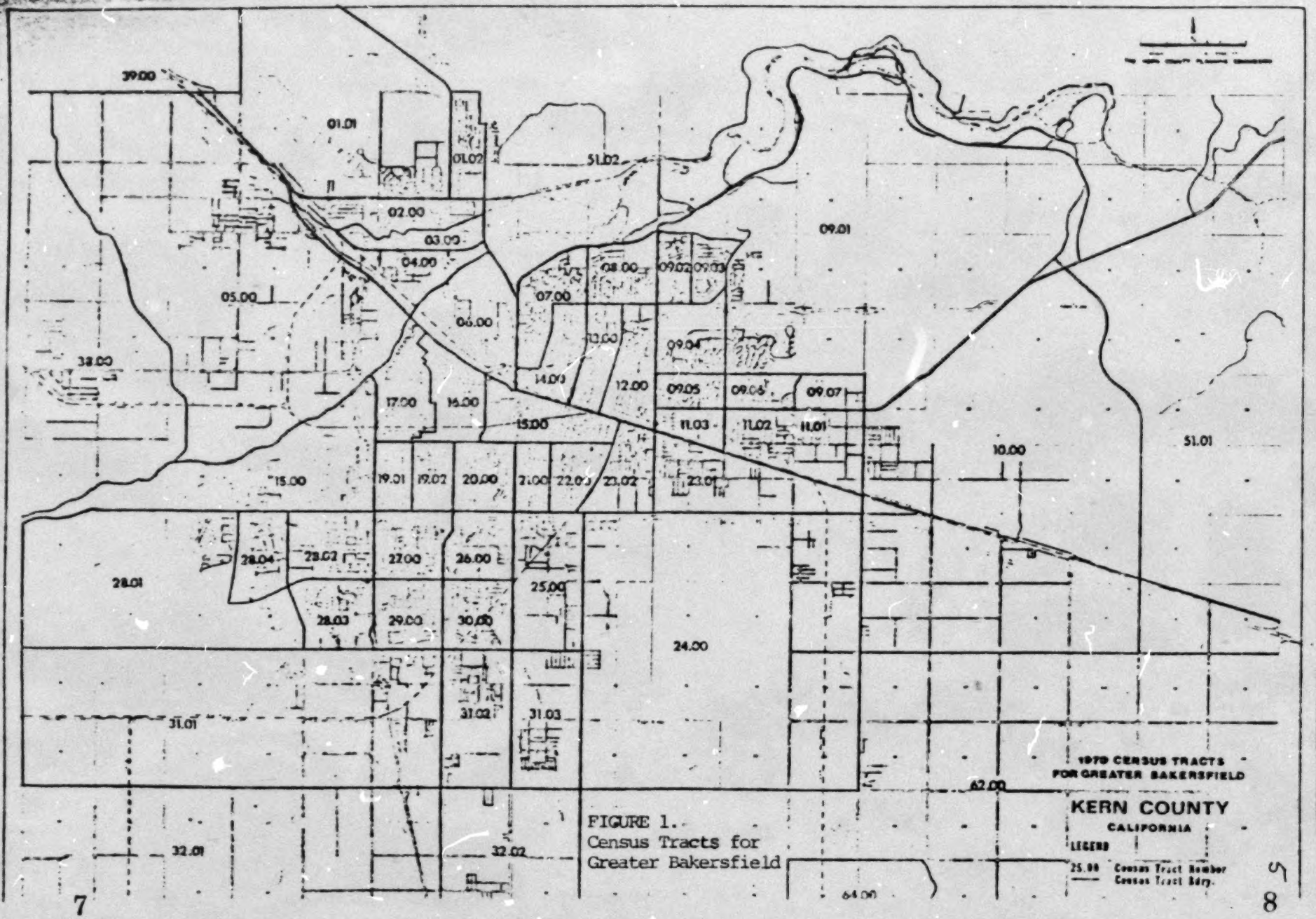


FIGURE 1.
Census Tracts for
Greater Bakersfield

coupled with numbers of years of schooling and income levels, these figures reveal characteristics about the areas.

TABLE 1

Distribution of Ethnic Minorities
Kern County - April 1, 1970

Chicanos				Blacks			
Census Tract	School Years	Family Income	Pop.	Census Tract	School Years	Family Income	Pop.
13	8.2	$6,135	2,996	15	10.1	$4,174	904
21	6.8	4,854	2,121	20	10.9	5,386	3,365
23.01	8.2	6,304	2,467	21	8.7	4,280	1,002
23.02	6.5	4,551	2,123	22	8.6	3,677	4,174
44	5.0	4,515	2,537	25	9.5	4,359	3,317
48	6.8	5,592	4,495	44	8.7	6,189	786
63	5.8	5,309	1,896	48	8.8	4,552	518
64	4.6	4,956	3,493	57	12.6	5,881	969

It should be noted that while all the census tracts where Blacks appear to be centralized in Kern County were listed, there were 28 other districts where Chicanos were left out of the description. Tracts No. 8, 28.03, 29, and 53, for example, produced the following information.

TABLE 2.

Schooling and Income Characteristics of Minorities
Kern County - April 1, 1970

Census Tract	Years Schooling	Family Income	Pop.
8	12.1	$11,657	566
28.03	12.5	9,667	479
29	12.4	9,800	523
53	12.5	11,692	710

In contrast to the Chicanos average of 6.4 years of schooling, and a mean income of $5,277, based on the eight census tracts discussed above, the Black population averages 9.7 years of schooling and a mean income of

$4,812. Similarly, the averages for four of the census tracts not included in the more heavily Chicano concentrated areas of this paper, for purposes of population balance and ethnic localization, are 12.3 years of schooling and a mean income of $10,704. These four census tracts, however, are not heavily populated and are the exception to the general minority population makeup (8).

In sum, the geographical area now called Kern County is a harsh and semiarid area that is heavily dependent on water and cheap sources of labor. The area is predominantly agricultural and relies heavily on Chicano and Black manual labor. As evidenced by statistical data, the educational background and mean annual income is low. On a county level, the median income for Kern County is $11,925 (Board of Trade, 1976) and the median school years completed is 12.1 (Kern County Planning Commission, 1975). The disparity in educational attainment, type of employment, and income level for ethnic minorities in Kern County is evident, and to the ethnic minorities, it is a continuing source of aggravation. This is a major problem in this area because the minorities see it as a part of an unwritten plan that does not allow any possibility for their own betterment. To the Chicanos and Blacks in this part of the southern San Joaquin Valley, employment is related to education which in turn is related to income. After a long and arduous history in this valley, Chicanos, Blacks, and the other minorities still seek their rightful respect and equal opportunity.

National Desegregation Policy Applied to Kern County

The statement by Showell (9) that "...attitudes, arrangements, policies, and practices which underlie the increased separation of Blacks and Whites in this country are deeply embedded in the American subconscious and just

as deeply ingrained in its institutions" has a ring of familiarity. Not that the ring is true and typical only to Bakersfield or Kern County but because evidence for the statement exists almost everywhere in this country. In particular, recall the Supreme Court decisions that have affected our lives until 1954 when these decisions were overturned. The Plessy vs. Ferguson decision of 1896 by the Supreme Court granted constitutional protection to deliberate segregation by its "separate-but-equal" ruling regarding facilities for Blacks and Whites. The court stated that a race could be politically and socially free even though legislation could be written to discriminate it in all areas of life. In another decision, Cummings vs. County Board of Education, the court went in favor of allowing a white school board of education to close a Black school in order to use the money for a White school. The Supreme Court in this decision deliberately gave the school boards the right to exclude Black children and provided additional support for government and school districts to foster racial segregation. These two decisions at the turn of the Twentieth Century only served to condition the minds of white Americans including those in Bakersfield and the Kern County area. It served to develop a mentality of superiority and of a privileged class that still exists today.

In 1954, under the leadership of a former governor from California, the court ruled that the "separate-but-equal" provision of the 1896 court decision was discriminatory and, hence, could never be equal. The Brown vs. School Board of Topeka, Kansas, 1954, court decision eliminated the "separate-but-equal" doctrine from public school education without addressing itself to making illegal inequalities of segregated education resulting from gerrymandered school districts, redistricting, or the tracking of

students. This left open a wide area for interpretation which local school districts, including school districts in Kern County, have been taking advantage of for years. The court's decision a year later, 1955, to allow for antisegregation to take place on a gradual basis has further delayed the elimination of segregation and its practices at the public school level. Other minor court decisions have also hampered the success of the antisegregation ruling and have slowed the process of integregation. This is further evidence that the white dominated society and its institutions have deeply embedded racial isolation and subjugation in their subconscious mind (10).

Congress, in 1964, passed the Civil Rights Act which included several Titles. Title VI of this act was heralded as one of the most important pieces of legislation to come out of congress in years for it provided that no person in the United States should, on the grounds of race, color, or natural origin, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The only provision that was mandated by the act was that no official or court of the United States was to be empowered to issue any order that would require the busing of pupils to achieve racial balance. This congressional act of 1964 was regarded as one of the greatest congressional achievements of all time. But like the judicial branch of government, the Congress later had to modify its language and change a good part of the direction the congressional act was supposed to engender.

When H.E.W. began to enforce the provisions of the act on the north (Chicago, Indianapolis) and west (Los Angeles, Tucson), massive confrontations began and in a few years eroded the good intentions of the act (11).

In the controversy, Congress became convinced that any segregation found in the north was not really intentional, but rather, that if segregation did exist it was because of uncontrollable housing patterns. Thus arose, in the mid 1960's, the issue of de facto vs. de jure segregation. De facto segregation, it has been stated, is caused by social forces and not by governmental or judicial fiat. In reality, by congressional and Supreme Court nonaction with respect to de facto segregation, both of these governmental bodies have sanctioned this type of segregation. A policy of "no policy" regarding de facto segregation is in reality a policy specifically written to preserve segregation.

The significance of these court decisions is evidenced in practically all the communities in the Kern County area that have utilized the desegregation escape provisions embodied in the decisions at one time or another. It is the loopholes found in these essentially far reaching decisions that the institutions and agencies of this area closely work through. It is this segregationist mentality that undermines the original intent of the judicial and congressional desegregation orders.

The city of Bakersfield is the largest of all the cities in Kern County and serves as the county seat. The other cities (Delano, pop. 15,250, Wasco, pop. 8,625, Arvin, pop. 5,325) in the county are smaller in size and population but are very similar in attitude and orientation to the city of Bakersfield. The ethnic population and its localization within the respective cities is also similar in pattern to that of the city of Bakersfield (Kern County Planning Commission, 1974). For these reasons, the following presentation of data and its analysis will be made only with reference to the city of Bakersfield.

The Bakersfield City School District

The Bakersfield City School District is located principally within the city of Bakersfield. It is composed of 36 elementary schools 25 of which have state identified ethnic minorities of 25% or greater, which are administered by one central office. The administrative offices house the Superintendent of Schools and all the other typical administrative heads and their staffs. The principals, similarly, are housed in their respective schools, and they, in turn, administer the programs through their teachers. In Kern County, the student population is approximately 85,479 and is composed of 5,883 (6.9%) Black and 18,051 (21.1%) Chicano students (12). In the Bakersfield City School District schools, sixteen schools have 25% or more Chicano students. Kern County Joint Union High School District encompasses the whole county while Bakersfield City School District encompasses only the city of Bakersfield. Classroom teachers (K-8) in the Bakersfield City School District number 782 of which 37 (4.7%) are Spanish surnamed. Of the total number of principals (36), there are 2 (5%) that are Spanish surnamed while there are 4 (11%) of which are Black (13).

The concentration of Chicano and Black students, as evidenced by school enrollments, follows very closely the housing patterns as identified by the census report of 1970 by numbered tracts (Fig. 1). The pattern of school boundary line identification through the past few years has been one of extending or modifying the school boundary lines in keeping with the direction of the expanding minority population.

As of October 1974, there were six elementary schools identified as having a total enrollment of 3,584 students as shown in Table 3. In June of 1976, these same schools were shown to have a total school enrollment of 3,530. The ethnic minority breakdown is not available since an ethnic

survey of the schools was not conducted during the 1975-76 academic year.

In 1974, the Thonis Language Proficiency Test (14) was administered at the same schools with the following language results:

TABLE 3

Chicano and Black Enrollments at Six Selected Schools
October 1974

Name of School	Total Student Population	Student Population		% of Total
Mt. Vernon	817	Chicano	695	85%
		Black	27	3%
Jefferson	460	Chicano	343	75%
		Black	8	2%
Baker	471	Chicano	277	59%
		Black	188	40%
Williams	635	Chicano	333	52%
		Black	47	7%
Fremont	512	Chicano	199	39%
		Black	311	61%
Owens	689	Chicano	236	34%
		Black	445	65%
Total	3,584			

Mt. Vernon	L.E.S.*	103
	N.E.S.*	31
Jefferson	L.E.S.	27
	N.E.S.	9
Baker	L.E.S.	48
	N.E.S.	9
Williams	L.E.S.	22
	N.E.S.	6
Fremont	L.E.S.	31
	N.E.S.	27
Owens	L.E.S	39
	N.E.S.	21
	Total	373

*(L.E.S. = Limited English Speakers)
*(N.E.S. = Non-English Speakers)

On a school percentage basis, Mt. Vernon in 1974 had a combined total of 16% L.E.S. and N.E.S. students, Jefferson 8%, Baker 12%, Williams 4%, Fremont 11%, and Owens 9%. These results are presented in percentage points in order to get a perspective of the total student population that is exhibiting severe language difficulties as a result of a different cultural background. They constitute approximately 10% of the total population of these schools. These results also do not include Black and other Chicano students who can speak the English langauge but have other remedial problems with the language.

With respect to state and federal support for programs aimed at overcoming some of the difficulties, well over two and one-half million dollars ($2,500,000) have been allocated to these same schools and fifteen others in the Bakersfield City School District (15). A complete breakdown of these monies is not available and, hence, the amount of money each of those six schools is receiving can not be determined. It can only be conjectured

that at least one-third of these monies are earmarked to the six schools referred to in this paper. Close observation of the Titles where monies originate suggest that most of the monies will be spent in buying curricular materials and equipment, training of teachers and teacher aides, and administrative overhead.

The six schools reported in this paper are the only schools in the district that have bilingual/bicultural education programs. There are a total of 35 classrooms within these six schools that are designated as bilingual/bicultural education classrooms. These classrooms are equipped with bilingual/bicultural textbooks, reference materials, and assorted types of equipment. Within the structure of the classroom, the daily program also includes a few minutes (around 20 minutes) of E.S.L. (English as a second language), and on a weekly basis, some tutorial aid is given to some students (15). To some extent, remedial reading instruction is given to those students that show the most need. Since most teachers do not keep records of the numbers of students that are directly involved in these activities, it is difficult to determine, exactly, how many students are receiving E.S.L. and remedial reading instruction in these six schools. One good guess is that at least three-fourths of all those students enrolled in the bilingual/bicultural education classes also receive instruction in these areas.

The Bakersfield City School District employs 782 classroom teachers to service its K-8 school programs. It employs 36 principals to administer the schools. Of its total of credentialed teaching staff, 37 are Spanish surnamed (4.7%), 46 are Black teachers (5.9%), 12 are Oriental (1.5%), and 2 are American Indian (less than .1%). Ethnic minority representation on the administrative staff includes 2 Spanish surname principals (5.5%) and

4 Black principals (11%). In the educational support services, which include resource teachers, curriculum and materials specialist, early childhood education specialists, etc., there appear to be an ample supply of personnel. Since district student enrollment figures for Chicanos has been accepted as 27% and 15% for Blacks by the school authorities, the educational support services area appears to be in near compliance with the affirmative action plan accepted by the district (16).

With respect to the bilingual/bicultural education program for the Chicano students there are 35 Spanish surnamed credentialed teachers which are actually involved in the bilingual/bicultural education program. Nineteen (19) of these credentialed teachers that instruct in bilingual/bicultural education classrooms have Anglo surnames and speak Spanish with at least average facility (16).

Other aspects of the educational program of the schools are very similar to any school programs found in other parts of the United States. The staffing and administration of the schools is also typical of any school in the country. The problems that the teachers and administrators face in the day to day routine of the school year is also common for the six schools discussed above except that the problems become more complicated with the introduction of minority group members, some of which enter school speaking a different language other than English.

The Bakersfield Community

The citizenry of the city of Bakersfield by and large pride themselves in having a good school system, a good clean downtown shopping area, and good recreational facilities for all its inhabitants. They pride themselves in having a good system of government and one of the lowest cost of living

areas in the country (17). All of these things have come through hard work in an area that is quite hot during the summer and uncomfortably cold and foggy in the winter. The isolation from the other parts of the state and the ridicule that the area has been subjected to from the urban centers further convinces the more firmly established families in the Bakersfield area that they are in fact masters of their own well-being and that they are not about to accept change for the sake of change. The evidence that indicates that the citizens of the Bakersfield area are very protective of their accomplishments through their perseverence and endurance is continuously heard in discussions, read in the local newspapers, and heard on the local radio stations (18).

While the people of the city pride themselves in their accomplishments, the voicing of them and their defensive stances that they take generates an atmosphere of protectiveness and an attitude of conservatism. Not that these characteristics aren't admirable or found in other peoples, but the ruralness and relative smallness of the city only compound and tend to inflate any issue, problem, or action that anyone in the city might want to bring up, discuss, or take. In short, narrowsightedness and abruptness of actions taken by the citizenry or its duly elected representatives are, to a great degree, due to this attitude that pervades the whole of the city (19).

Analysis and Conclusions

The data in this paper suggest that this area of the state is unique in its geography and climate. As a hot, barren, and dry area, this part of the state had to be developed by men and women who could weather the harsh elements that were not found along the sea coast or in the high timber country. Early in California history, this part of the state could be bought

for a small fraction of the cost of a similar parcel of land in any other part of the state. The early introduction of cheap manual labor into Kern County led to the exploitation of the land. The Mexicans that inhabited this area before the Anglo-American settled here were soon found to be a great help in the taming of the hot, barren lands. In short order, those early Mexican settlers became subservient to the new arrivals and instead of working together, they drifted apart in order to maintain their own way of life.

The separation between the two groups has been maintained to varying degrees. Since 1865, there has been a "Mexican Colony" in this area (20). This is not a justification for the centralization or localization of the Mexican population, but rather, it is introduced to show that this area of the state has a long history of isolating and segregating its "different looking" or "different language" speaking members of the population.

This segregation of the population in this area was not, historically speaking, entirely due to the efforts of the Anglo group entirely. The Mexican group of settlers had the option of moving to the newly created city of Bakersfield. The problem was one of money in order to buy the land and, in due time, certain areas of the city became distinguishable from each other. As new immigrants came from Mexico, they found refuge in their colonies, and thus, were able to survive in this new land.

The almost traditional way of segregating a group of people still remains in this part of the state. Due in part to lack of financial resources, language and culture, and to color skin, the process of segregation continues to this day. With some individuals, segregation is self imposed. This again is brought about by those things already mentioned as well as by efforts of the dominant group seeking to insure its position in the economic

and political front. Most likely because of fear of the unknown and insecurity of position, the white Anglo majority is threatened by the ethnic minorities composed of Chicanos, Blacks, and Asians that reside in this area (21).

Similarly, as was mentioned earlier, the ambivalent leadership emanating from the judiciary and the Congress adds to the suspicion and reaffirmation that there is something sinister and evil about those lesser known minority groups. While it is generally accepted that the judiciary and the Congress only react to the wishes of the public and/or the irrespective constituencies in establishing the policies that govern the nation, it can also be implied that these governmental bodies mirror the attitudes and biases of the respective individual leadership found in those bodies. That is to say that the confusion and segregationist policies emanating out of Washington and the state capitols is only an expression of the society found in the nation as a whole. This does not sound like an optimistic observation, but it appears to be the reality of life in the cities, villages, and towns throughout the country, including Bakersfield, Kern County, California.

The data suggest that the city of Bakersfield is highly segregated with respect to the various ethnic minorities that live within the city limits. The census report of 1970 documents this statement as does the location of the various public schools and their student enrollments. The data presented support the observation that any efforts to desegregate the community or the public schools has been minimal. Only token approaches to the desegregation and integration of Chicano and Black children into other schools in the district has taken place. The argument most often posed in defense of the feeble efforts at desegregation is that residential patterns for the area prohibit any real meaningful integregation. Similarly,

that the cost would be prohibitive is also a recurrent argument that is posed.

As a consequence of the growing Chicano population in the area (a conservative estimate of 10% has been projected) boundary line gerrymandering has been practiced in the area for years. The data that support this statement is lacking because the local school district office would not supply the school boundary lines of the last few years for this report (22). It is important to note that the six schools mentioned in this report have been recognized as being Chicano or Black schools by members of the community at large for a long time. Also important to note are trends in residential patterning and the way in which the student population remains almost the same in ethnic composition.

The introduction of bilingual/bicultural education programs in the school system has been heralded by a large segment of the Chicano population as a cure-all for desegregation and the integration of Chicano children into mainstream society. While it is not to be argued that there are benefits to be derived from such programs, there is the isolation and self-imposed segregation issue to be dealt with again. To what extent is the Chicano community willing to accept integration and upward mobility at the expense of relinquishing its sense of community and cultural integrity?

The educational program that the system provides the children of the Bakersfield City School District is typical of most educational programs throughout the country. The minimal inclusion of bilingual/bicultural education programs in selected schools in one way argues against integration mainly because the program is housed in those schools with the greatest concentration of Chicano children. As a vehicle used to gain facility and not to lose time in learning other subjects while waiting to learn English, the bilingual/bicultural education program established in the

Bakersfield City School system is an excellent contribution. But while the program is continuing in grades K-6, the isolation and segregation of the students and their communities continues. The ideal situation of mixing children from all the diverse ethnic backgrounds (including the while Anglo-American) in the bilingual/bicultural education program is very far from reality in the Bakersfield City School District.

The apparent contradiction towards continued support of bilingual/bicultural education programs because it impedes desegregation efforts is not true. There are many Chicano youngsters in the barrios who need bilingual/bicultural education but why couldn't these programs be offered equally as well elsewhere in other parts of the city? Even if the children were bused to another school in order to take part in a bilingual/bicultural education program, wouldn't the effects of integration be felt? The data presented earlier fully supports the idea of integration with relative ease: distances are short, traffic is not heavy, and natural barriers are non-existent in this area of the valley.

In sum, it has been the intent of this investigator to present available data on the segregation of ethnic minorities primarily in the Bakersfield area. A quick perusal of available data for other valley communities to the north indicates that the patterns in this general area of segregation are very similar. An attempt has also been made at identifying some of the key desegregation problems in this area. While these attempts have been made at studying the segregation/integration of minorities in the south San Joaquin Valley, the following recommendations are offered for the improvement of integration efforts in the Bakersfield area:

1. School district priorities should be enunciated by the school board and commitments already made for the near future should be publicized.

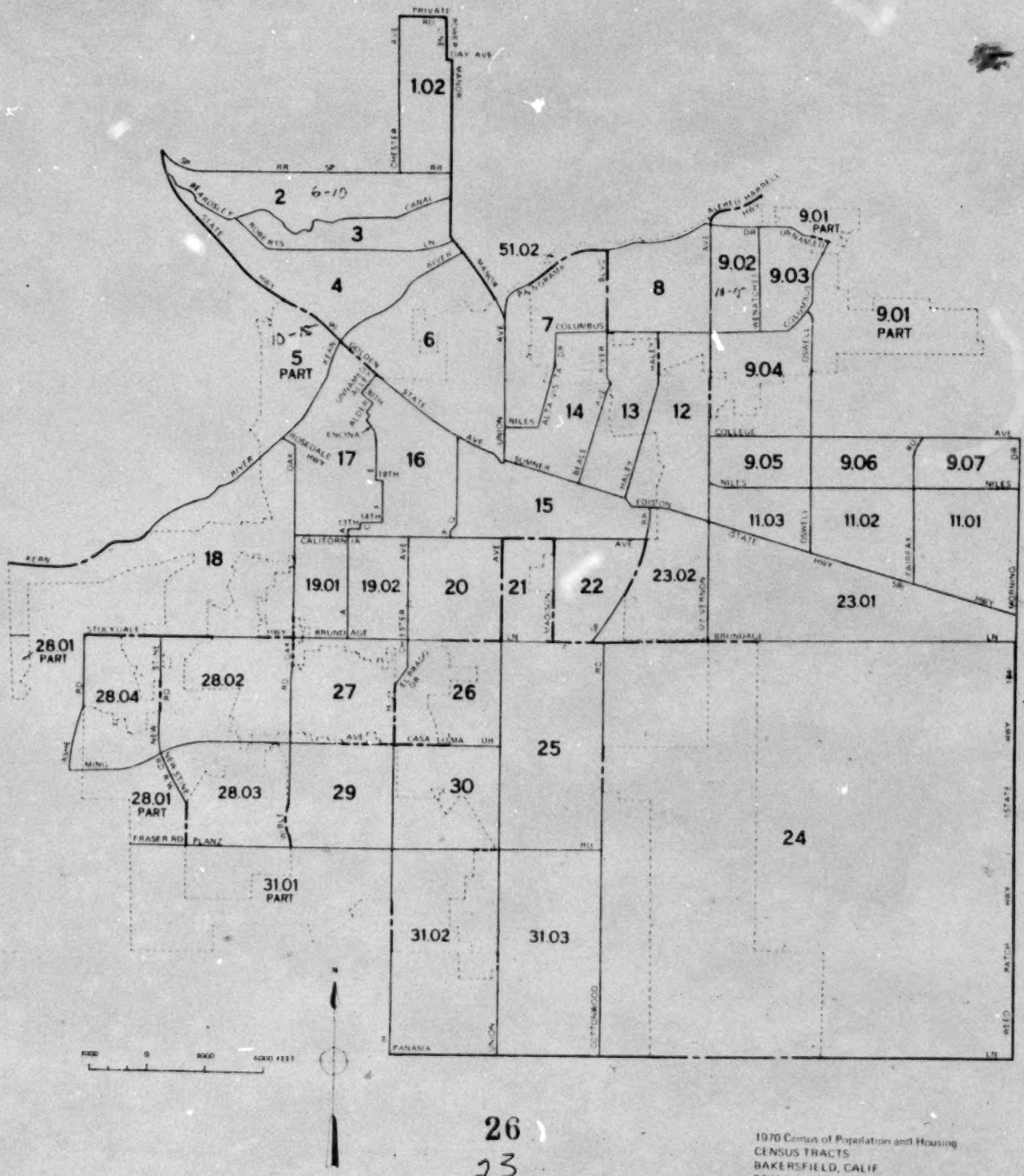
2. The school board should make a public statement indicating its commitment to the desegregation of its public schools.
3. Plans should be drawn for the immediate desegregation/integration of school children at all grade levels, particularly at the elementary levels K-8.
4. Local advisory committees that include representatives of the various ethnic groups should be formulated.

APPENDIX A

MAPS

CENSUS TRACTS IN THE BAKERSFIELD, CALIF. SMSA

INSET A - BAKERSFIELD AND VICINITY

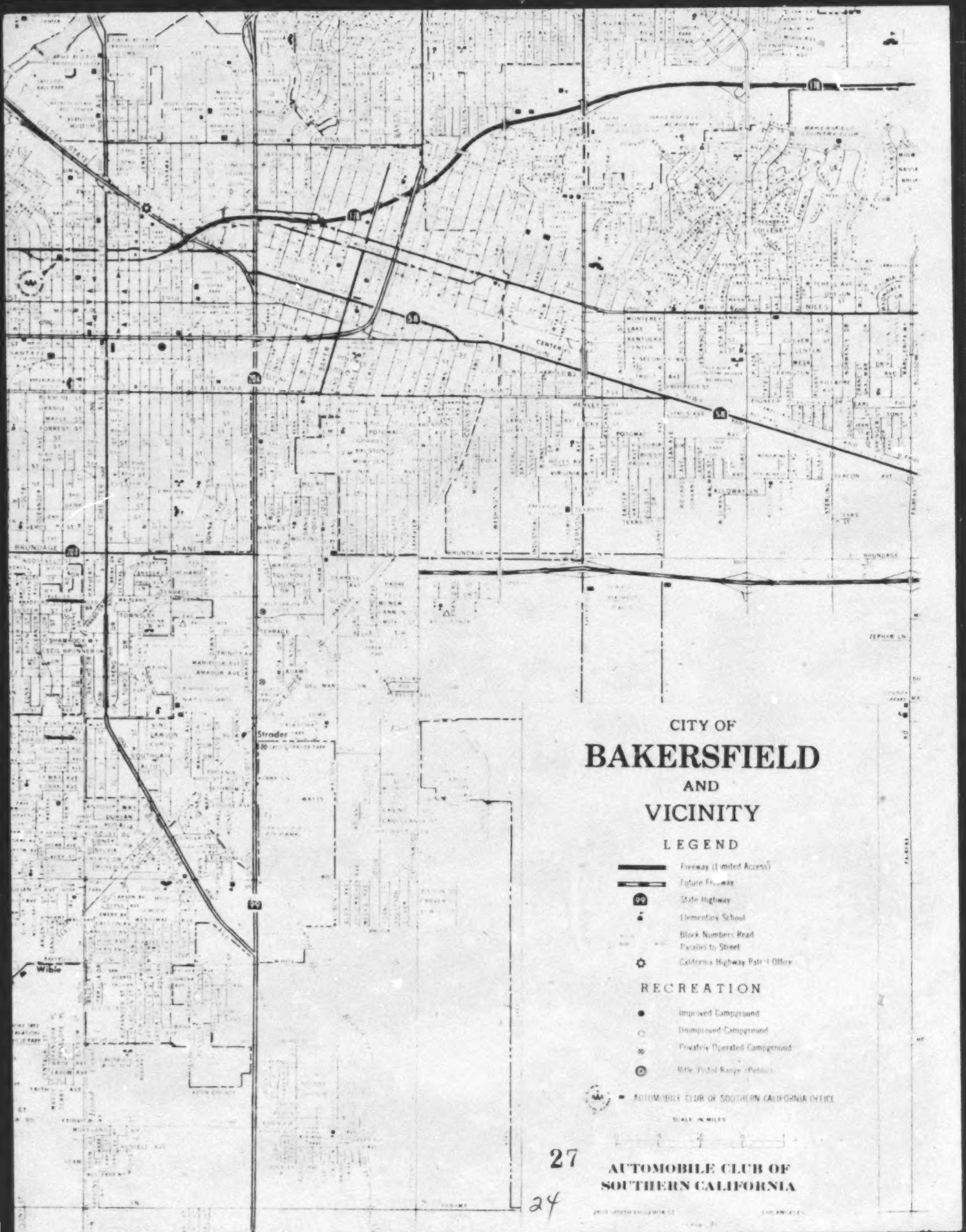


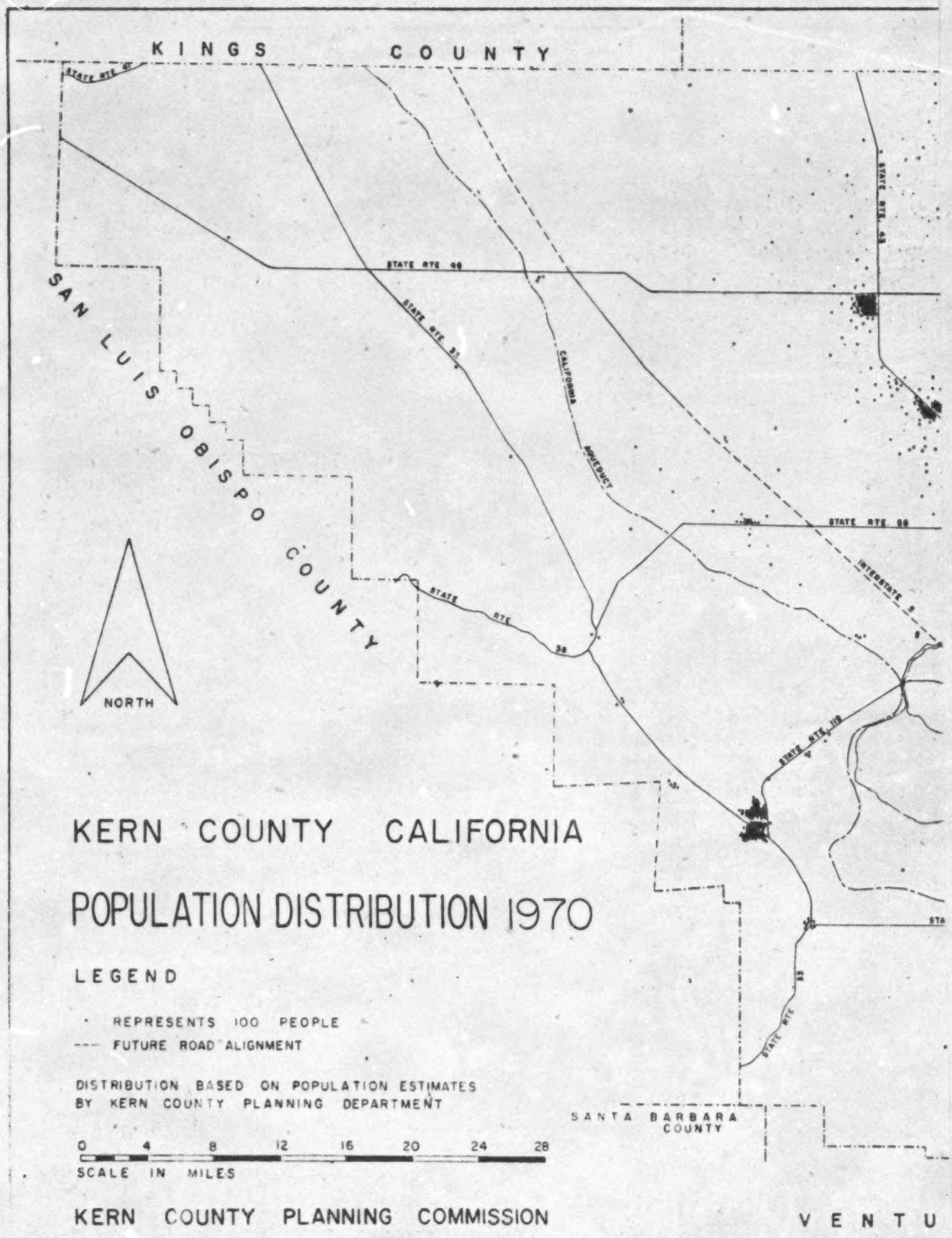
26

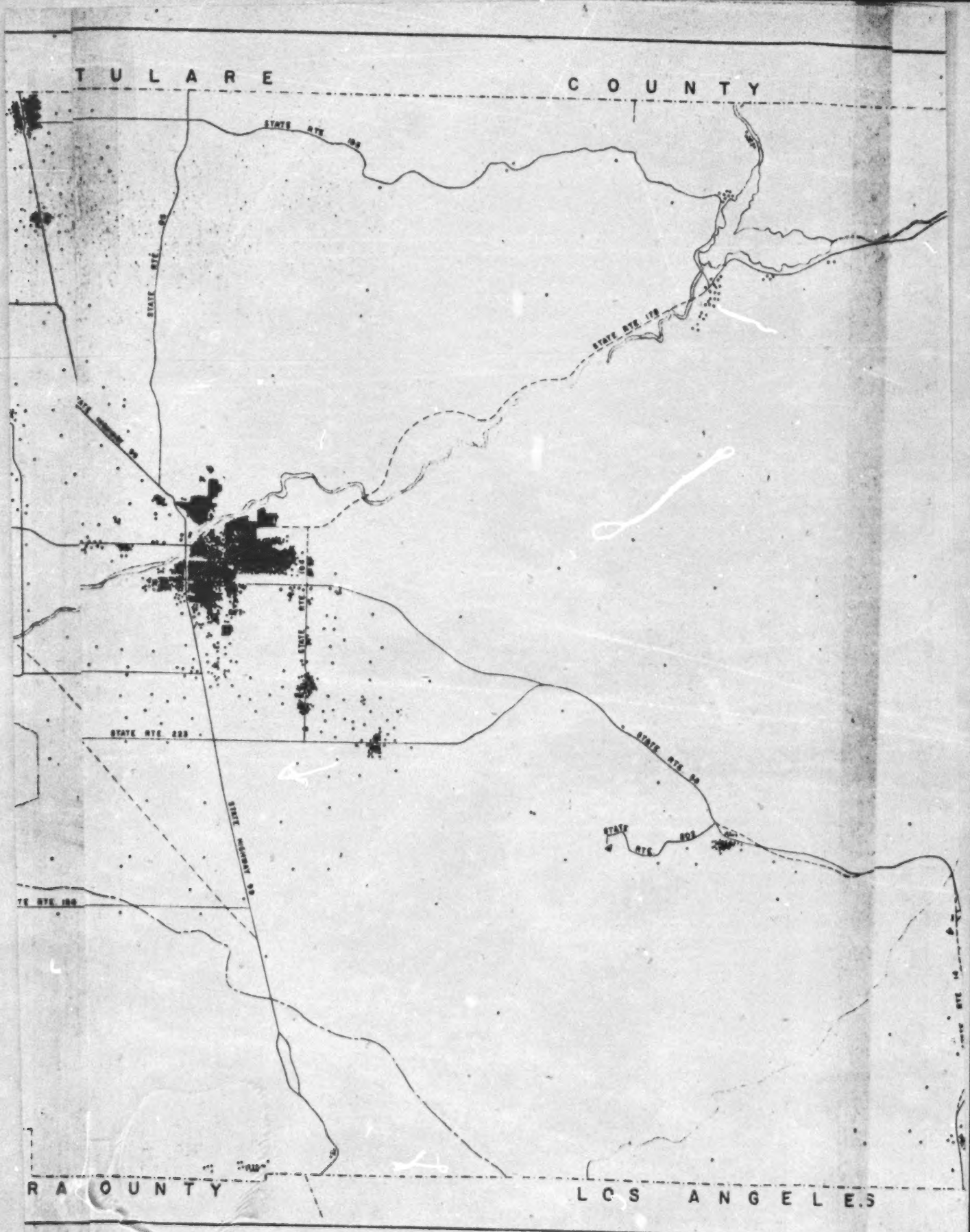
23

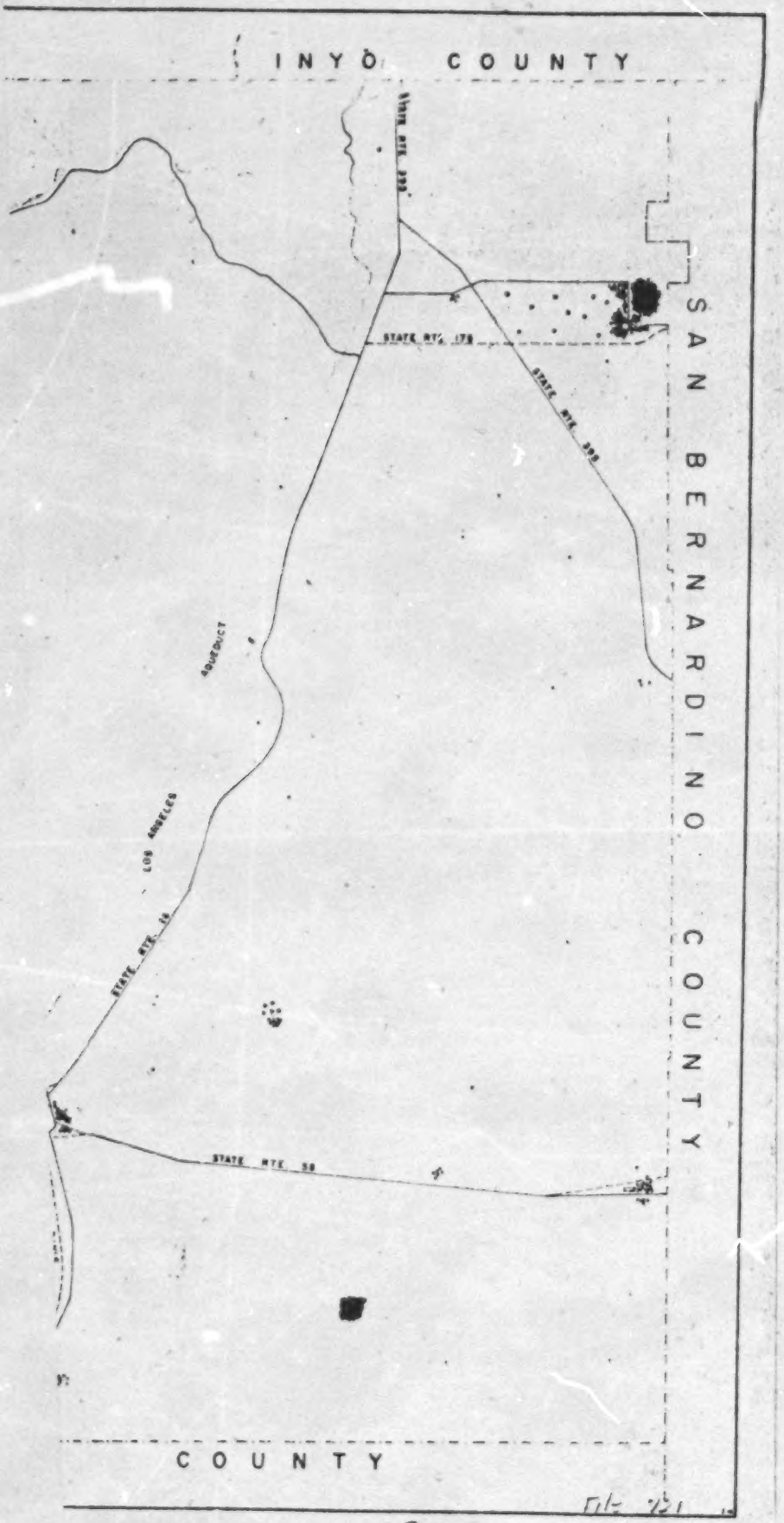
U. S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

1970 Census of Population and Housing
CENSUS TRACTS
BAKERSFIELD, CALIF.
STANDARD METROPOLITAN STATISTICAL AREA
Final Report PHC(1) - 18


CITY OF
BAKERSFIELD
AND
VICINITY
LEGEND
Freeway (Limited Access)
Future Freeway
State Highway
Elementary School
Block Numbers Read Parallel to Street
California Highway Patrol Office
RECREATION
Improved Campground
Unimproved Campground
Privately Operated Campground
Rifle Pistol Range (Public)
AUTOMOBILE CLUB OF SOUTHERN CALIFORNIA OFFICE
SCALE IN MILES
AUTOMOBILE CLUB OF
SOUTHERN CALIFORNIA
Stroder
Wible
CENTER
POTOMAC
BRUNDAGE
ZEPHYR LN
99
58
178
204
27
24


KINGS COUNTY
STATE RTE 41
STATE RTE 99
STATE RTE 33
CALIFORNIA AQUEDUCT
STATE RTE 43
STATE RTE 58
INTERSTATE 5
SAN LUIS OBISPO COUNTY
STATE RTE 46
NORTH
STATE RTE 119
SANTA BARBARA COUNTY
KERN COUNTY CALIFORNIA
POPULATION DISTRIBUTION 1970
LEGEND
• REPRESENTS 100 PEOPLE
--- FUTURE ROAD ALIGNMENT
DISTRIBUTION BASED ON POPULATION ESTIMATES
BY KERN COUNTY PLANNING DEPARTMENT
0 4 8 12 16 20 24 28
SCALE IN MILES
KERN COUNTY PLANNING COMMISSION
V E N T U


TULARE
COUNTY
STATE RTE 198
STATE RTE 65
STATE RTE 178
STATE RTE 223
STATE RTE 99
STATE RTE 202
STATE HIGHWAY 99
COUNTY
LOS ANGELES


INYO COUNTY
SAN BERNARDINO COUNTY
COUNTY
STATE HWY 395
STATE HWY 178
STATE HWY 395
AQUEDUCT
LOS ANGELES
STATE HWY 58

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2. Kern County Board of Trade, Statistical Economic Profile, 1975, Bakersfield, California, p. 1.

3. Ibid.

4. Ibid, p. 16-17.

5. U.S. Bureau of the Census, U.S. Department of Commerce, 1970.

6. Kern County Planning Commission, Population and Housing Report, 1975, Bakersfield, California, pp. 52-61.

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9. Betty Showell, "The Courts, the Legislature, the Presidency, and School Desegregation Policy," School Review 84, 401-416.

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11. Betty Showell, op. cit., p. 403. My own personal observations while in Tucson in 1969 and in Los Angeles, 1968.

12. J. O. Garcia and Ruben W. Espinosa, "Major Student Ethnic Minority Group Concentration in the California Public Schools," Institute For Cultural Pluralism, San Diego State University, June 1976

13. Bakersfield City School District Confirmed Report.

14. Elenanor Thonis, Language Dominance Test, 1976, Marysville Reading-Learning Center, Olivehurst, California.

15. Bakersfield City Schools District Confirmed Report.

16. Personnel Officer, Bakersfield City School District, August, 1976.

17. The Bakersfield Californian, "Bakersfield Because!," A Golden Empire Market Report, 1975.

18. Social gatherings and discussions that this author has been privy to and can substantiate this observation. Local radio stations KGEE, KERN, KLYD are examples.

19. Local newspaper accounts (The Bakersfield Californian) abound in this area.

20. Panama School District, Panama Centennial 1875-1975, published by the Panama School Distric t, Bakersfield, California, 1975.

21. Large numbers of the white population in Bakersfield and surrounding area are recent arrivals (from the 1940's) from Oklahoma and Texas. They constitute a neuvo riche in this area.

22. Repeated efforts have failed to get this information. The reason given by the District has been that they are under O.C.R. investigation and cannot divulge this information.